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Certain Factors in Relation to the Present Occupational Status of Former All-Day Students of Vocational Agriculture in Utah

Mark Nichols

CERTAIN FACTORS IN RELATION TO THE PRESENT OCCUPATIONAL STATUS OF FORMER ALL-DAY STUDENTS OF VOCATIONAL AGRICULTURE IN UTAH

by

Mark Nichols

A thesis submitted in partial fulfillment of the requirements

for the degree of

Master of Science

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Mark H. Nichols

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INTRODUCTION

Need and Justification for Such a Study in Utah

Vocational agriculture had its birth in Utah rural high schools in the spring of 1918. It is a program for training present and future farmers for proficiency in agriculture. The instruction in Utah, as in most states, has been devoted to the training of all-day (high school) students.

Since 1918 considerably over one million dollars of federal, state and local funds have been expended for all-day instruction in vocational agriculture in Utah. The primary objective of the program is to train these boys to become farmers or farm leaders. From time to time the following questions have been asked: Do all-day students ever become farmers? If so, are they the poorer students of the high school? What percentage of former all-day students are remaining in rural communities? What percent of all-day students go to college?

These and numerous other questions have been asked by taxpayers, school patrons, high school principals, county school superintendents, agricultural leaders, and others who are concerned with the education of farm youth. The state director of agricultural education and the teachers of vocational agriculture in the various districts in Utah have answered these questions as intelligently as possible with the information available. Their answers were necessarily very subjective and based on personal opinion.

The state director of agricultural education and many of the teachers of vocational agriculture sensed the need of an objective

study concerning former students. The vocational agricultural program had been in existence for more than 20 years, and no check up had been made in this regard. As far as the state as a whole was concerned, the program was like a clock without hands; it was running, but no one knew the time in terms of results as they were related to the objectives of the program.

Intelligent Administration of Vocational Agriculture Program Dependent on Results of Such a Study

Vocational agricultural teachers for many years have expressed the opinion that better guidance was needed in the matter of registering students for all-day vocational agriculture courses. It was recognized that there was some general educational value in a course of vocational agriculture for most students; but the vocational objectives were not met unless the enrollee was making preparation to farm, or preparing for an agricultural leadership position. With some school executives the vocational objective was not seriously considered, and it was felt that a high percentage of all-day students had been enrolled in vocational agriculture courses who could have profited more by spending their time elsewhere.

It is recognized that local administrators have the right to spend local funds for education as they choose; but when state and federal funds are allotted to local districts for specific vocational purposes, it should be incumbent upon local administrators to spend these funds for the definite purposes which they are appropriated, namely, to train present and future farmers for proficiency in farming. Thus a study of the outcomes of the program in terms of its objectives should be helpful to administrators in building more purposeful programs in the future.

If the outcomes are not known, intelligent guidance in directing agricultural students is impossible.

More consideration by way of federal and state reimbursement may logically be made to a local program of vocational agriculture which is placing 80 percent of its enrollees in farming, as compared with one which places only 15 percent.

A state-wide study of former all-day students of vocational agriculture should motivate the establishment of standards in terms of which local programs may be evaluated. These state standards may be of value in determining the advisability of establishing new departments in areas where none exist at present.

From an administrative standpoint the result of a study for former all-day students in vocational agriculture should be helpful to the state board of vocational education, the state director of agricultural education, local school administrators, and others concerned with the more intelligent building of a constructive and purposeful program of vocational agriculture in the state.

Situation in the State of Utah

History of Vocational Agriculture Movement in the State. The Smith-Hughes Law was enacted by the United States Congress on February 23, 1917. The Utah Legislature accepted the terms of the law for Utah, and as a result 15 departments of vocational agriculture were begun in 1918.

The Smith-Hughes Act provides for the reimbursement of federal funds to the state on a dollar for dollar matching basis to be used for instruction in vocational agriculture under the terms specified in the act. In 1919 the Utah Legislature appropriated funds, to be used for

matching purposes for instruction in vocational education. Agriculture received its allotted share of these state funds.

This state appropriation was not continued after the biennium for which the appropriation was made, until the 1937 Utah Legislature appropriated $100,000.00 for vocational education to be used during the biennium beginning July 1, 1937. The 1939 Utah Legislature made a similar appropriation for the biennium commencing July, 1939. Vocational agriculture received its share of this appropriation which was allotted to districts in accordance with law.

The federal funds for reimbursing local school districts for instruction in vocational agriculture have been received under the terms of four national acts. The Smith-Hughes appropriation which began in 1917 is a continuing appropriation and at present amounts to $13,466.11 annually.

Federal George-Reed funds were made to agriculture for the years 1931-1934 and George-Ellzy funds were available from 1935-37. The George-Reed funds for vocational agriculture in Utah varied in amounts from $2,383.47 to $2,833.50 annually, and the George-Ellzy funds were in the amount of $5,000.00 annually. Beginning July, 1937 an additional $20,000.00 per year was made available to Utah school districts through the passage of the George-Deen Act. These funds were provided to supplement the program set up under the terms of the Smith-Hughes Act.

The major part of the cost of the program in vocational agriculture is financed by the local districts. In the fiscal year of 1938-39 local districts paid 60 percent of the cost of the vocational agriculture program; state funds amounted to 11 percent, and federal funds totaled 29 percent. Local school districts have generally paid over 50 percent

of the cost of the program from the time of its inception.

The responsibility for the administration of vocational education in the state is vested in the state board of vocational education which has the same personnel as the state board of education. A director of vocational education is appointed by the state board and under his direction a state supervisor, now known as the "Director of Agricultural Education" supervises the program in agricultural education. Local vocational agricultural teachers are appointed by local boards of education with the approval of the state director of agricultural education. This administrative setup has prevailed in the state since 1918.

Three types of vocational agriculture programs are provided for under the terms of the Smith-Hughes Act; the all-day, part-time, and evening. Since 1918 an all-day program has been conducted each year in Utah. The all-day program is for farm boys who are regularly attending high school. The part-time program was started in 1925 when two courses with an enrollment of 24 students were conducted. Some part-time courses were held in the years which followed, but little impetus was given to this type of instruction until 1938, when 326 students were enrolled in 14 courses. For the most part the part-time courses are for young men of post-high-school years, usually ranging in age from 18 to 25 years. Evening adult courses were begun in 1924 and with the exception of six years have been conducted in the state since that time.

Number of Boys Trained. Fifteen departments in the state started vocational agricultural instruction for all-day students in the year 1917-18 with an enrollment of 706 students. The growth of departments and of students in all-day vocational agriculture courses has shown a rather steady increase since this time. The yearly enrollments in these

all-day courses[14] year by year, are as follows:

Year	All-day students
1918	706
1919	928
1920	768
1921	893
1922	785
1923	825
1924	1,097
1925	1,057
1926	1,134
1927	1,144
1928	1,370
1929	1,686
1930	1,865
1931	1,869
1932	2,147
1933	2,283
1934	2,271
1935	2,202
1936	2,513
1937	2,813
1938	3,132
1939	3,051
TOTAL	36,539

The enrollment in each case is taken at the close of each fiscal year which ends June 30. The total enrollment of 36,539 does not mean,

however, that this many different boys received all-day agricultural instruction. Some of these boys had four years of instruction, while others were enrolled only one year. It is estimated that on an average the enrollment in agriculture was two years for each student. This would indicate that more than eighteen thousand boys have taken one or more years of vocational agriculture in all-day courses in Utah since 1918. At present 46 rural high schools in the state offer all-day instruction on a federally reimbursable basis.

Placement. Utah teachers of vocational agriculture to date have given very little consideration to the matter of placement of all-day agricultural students after they leave high school. In effect, the majority of these students are apprentices in farming while they are registered in vocational agriculture all-day courses. Most of them live on farms, though many of them live in towns where they have limited supervised practice opportunities.

The matter of placement should receive more emphasis in the agricultural program, and the results of this study should prove of genuine worth as a basis for guidance in placement. This question of placement for former all-day students is of great importance in Utah because of the limited opportunities for acquiring farm land in the state. The percentage of farm tenancy in Utah is only 14 percent, as compared with the national average of 42 percent.(12) Farm land prices are highly inflated and the average size of Utah farms is small. All of these factors contribute to the serious problem of getting Utah farm boys successfully established as farmers.

Literature in the Field. A number of studies have been made concerning former all-day students of vocational agriculture. Following are some studies which have elements in common with the present study:

Samual LeRoy Faust(5) made a study of former all-day pupils of vocational agriculture in the Bridgeton High School, New Jersey. Of the 271 students who had one or more years of instruction in agriculture, 43.17 percent were in some form of agricultural occupation, 20.66 percent were in related occupations, and 36.13 percent were in occupations other than agriculture, thus indicating that a high percentage of former students were following agricultural occupations.

The number of years of vocational agriculture attendance for the 271 former students were as follows: 36.9 percent had only one year; 24.35 percent had two years; 13.28 percent attended three years and 25.46 percent had four years of agricultural instruction. Three out of every five students dropped from agricultural courses after two years.

Henry Lloyd Buckhardt(3) in a study of 1540 former all-day students in Illinois found that 50.9 percent were engaged in some phase of farming; 17.8 percent were in non-agricultural occupations; 16.4 percent were in non-agricultural colleges; 8 percent were attending agricultural colleges, and 6.9 percent were in occupations related to farming. Two out of every three of the former students are in agricultural occupations.

A total of 1145 of these former students lived on farms while registered in vocational agriculture, and 395 lived in towns.

The number of former students now farming, is 785. Of these, 45 are owners; 65 are managers; 98 are renters; 214 are farm laborers, and 365 are partners. About 50 percent of the group is therefore now actually engaged in farming.

The years of vocational agriculture attendance was as follows: 31.6 percent had one year; 37.1 percent attended two years; 27.5 percent had three years, and 3.8 percent completed four years, indicating a mortality of two out of every three students after the second year.

A total of 75.8 percent of the 1540 were high school graduates, and 23.4 percent went to college. Of those who went to college, 33 percent went to agricultural colleges.

A higher percentage of the town boys graduated from high school and went to college than did the boys who lived on farms. In scholarship there was very little difference between the farm boys and the town boys.

Ward Powers Beard(2), in a survey of 1932 former all-day students in South Dakota, found that of the 1164 farm boys included in the study, 1001, or 86.25 percent, were farming; 3 percent were in related work. Of the 418 village boys in the study, only 14.8 percent were engaged in farming or in occupations related to farming, indicating that the chances of farm boys' becoming farmers are six to one greater than those of the village boys.

Ashly W. Kay(8) made a study of 957 former all-day vocational agriculture students and 343 former high school students who had not taken vocational agriculture in the rural high schools of Virginia between the years of 1917 and 1925. He found that 43.8 percent of the former all-day students were engaged in farming; 13.9 percent were in related occupations, and 42.3 percent were in non-agricultural occupations. The non-agricultural group rated as follows: 24.6 percent were farming; 3.9 percent were in related occupations, and 71.5 percent were in occupations unrelated to agriculture. This study shows definitely that two agricultural students enter farming to every one for the non-agricultural group.

The percentage of former all-day students of vocational agriculture who were in agricultural occupations increased as the number of years of vocational agriculture attendance increased.

Herbert Elmer Lattig[9] made a survey of former all-day vocational agriculture students in Idaho. This study was made in 1929 and was divided into two groups, with 820 boys who were enrolled in vocational agriculture classes in 1922-23 in one group, and 519 boys who were in vocational agriculture classes in 1927-28 in the other group.

The findings for the 1922-23 group revealed that 43.5 percent were farming; 4.9 percent were studying agriculture in college; 10.4 percent were registered in college but not in the school of agriculture; 2.7 percent were in occupations related to agriculture; 32.7 percent were in occupations unrelated to agriculture, and 5.8 percent were dead or unknown.

The 1927-28 group divided itself in 1929 as follows: 49.7 percent were in farming occupations; 1.9 percent in occupations closely related to farming; 4.8 percent in the college of agriculture; 9.4 percent in college but not in agriculture; 10 percent were common laborers; 15.4 percent were in other occupations, and 8.7 percent were deceased, unknown or not reported. This study indicated that there was a close correlation between the two groups with respect to those now in farming, and those now in college.

Dr. Frank Waldo Lathrop, Research Specialist in Agricultural Education in the U. S. Office of Education, has placed special significance on such studies as the present one, and after reviewing the data, has made specific constructive suggestions to the writer concerning this particular study on three different occassions in the last two years.

Difference and Some Common Factors between This and Other Studies. The present study, while similar in some respects to the five studies

above mentioned, is more comprehensive, covers a longer period than do other studies, includes a larger sampling, and contains some new factors. It takes into consideration school attendance, grades, kind and number of projects, and present residence, which the other studies mentioned have not included.

This study has unique local and general significance in that it is the first effort in Utah to survey the vocational status of former all-day students of vocational agriculture. General interest is attached to this study in that so far as the author can determine it is the only study of its kind where the survey is on a state-side basis and where as much as 50 percent of all former all-day students in a state were surveyed. Another distinctive feature of the study is the time factor. Some students included in the study have been out of all-day courses for 21 years. The extremely large sampling adds materially to the validity of the study.

PROBLEM

Statement of Problem

The problem for the study is stated in the following terms:

1. Survey of the present occupational status of 9,141 former all-day students of vocational agriculture in Utah.
2. Relation of the following factors to the present occupational status:
   (a) High school attendance
   (b) Average grades of all high school subjects
   (c) High school vocational agriculture attendance
   (d) Average grades in all-day courses of vocational agriculture
   (e) College attendance in the school of agriculture
   (f) College attendance other than in the school of agriculture
   (g) The kind of productive enterprise projects completed
   (h) The number of productive enterprise projects completed per student
   (i) The present residence

Delimitation of Subject

The study is limitated to the tabulations for the state as a whole and for the 21-year period (1918-38, inclusive) as a whole. No effort is made in this study to compare the data submitted by the 35 high school agricultural departments one with another.

The original survey was made in four periods as follows: first, a 5-year period from 1918-22; second, a 5-year period from 1923-27; third, a 5-year period from 1928-32; and fourth, a 6-year period from 1933-38.

The data for these four periods were tabulated for the state as

a whole and form the basis for the present study.

Definition and Statement of Terms

In terms of this study, present occupational status refers to the occupation in which the former all-day student was engaged from September to December 1938.

An "owner and operator of a farm" is a person who is himself operating a farm which he owns in full or in part and for which he is acquiring or has acquired the title of ownership.

The "manager of a farm for another party" is an individual who is hired to assume the managerial responsibility of operating a farm for someone else.

A "renter and operator of a farm" is one who rents for cash or share and assumes the managerial or operative responsibility, or both.

A "partner in the farm business at home" is one who is in actual partnership with his folks on the home farm. The partner in the farm business away from home is one who has a partnership interest in a farm with someone other than his parents or folks, and on a farm other than the home farm.

The "farm laborer, with specific wages at home" is a person who receives stipulated wages for working on the home farm. The "farm laborer with specific wages away from home" is a person who receives definite wages for working on a farm of someone other than his folks on the home farm.

"At home with definite or indefinite allowance" refers to those young men who are on the home farm working with a definite or indefinite understanding as to allowance for their work. They are not, however, paid specific wages for their work.

"Occupations related to farming" are those in which there is a direct or indirect tie-up with farming. These occupations include among others, the following: livestock buyers, stock-yard attendants, sheep herders, non-civil-service forest and soil conservation workers, produce buyers, and fertilizer distributors.

"Now studying agriculture in college" are those students who are at present registered in the schools of agriculture, agricultural economics, or forestry.

"Professional agricultural workers" are those engaged in professional agricultural services such as forestry, soil conservation, county agricultural agents, vocational agricultural teachers, farm security, farm credit, veterinarians, college professors in the school of agriculture, and agricultural field men for commercial companies.

"Occupations not related to farming" are those which have no direct or indirect relation to agriculture.

"Professional" includes among others, the medical doctors, dentists, lawyers, teachers not in agricultural work, and public service employees.

"Mechanics" is interpreted to apply to carpenters, electricians, plasterers, lathers, brick masons, auto mechanics, and others engaged in mechanical pursuits.

"In business for themselves" includes those in such business as dry goods, hardware, grocery and others too numerous to mention.

"Truck drivers, clerks, etc." concerns those who are driving a truck for someone else, clerks in stores, service station attendants, and other occupations of like status.

"Common laborers" are those unspecialized laborers who work at common jobs of a diversified nature. Many of this group are W. P. A. workers.

The "L. D. S. Missionaries", are those persons doing missionary work outside of Utah for the Church of Jesus Christ of Latter-Day Saints. This mission is usually of about 2½ years duration, after which the missionary engages himself in some occupational pursuit.

The grouping entitled "other", consists of those persons who could not be classified in any of the other occupational statuses. It is a miscellaneous group and includes among many others, C. C. C. enrollees.

The group entitled "in college but not studying agriculture" includes all students at present in college who are not registered in the schools of agriculture, agricultural economics and forestry.

With regard to high school attendance, "one year only" refers to those students who attended one year or a fraction of a year and then dropped from high school. "Two years only" indicates those who attended high school two years or one year and fraction and dropped out. "Three years only" refers to those students who attended high school three years, or two years and a fraction of the third, and then dropped from school. "Four years" attendance is held herein to mean four full years or three years and a fraction of the fourth. The majority of these 4-year students were graduates from high school. Some of these students, however, were not graduates. The average years in high school is a weighted average.

Under the heading "average grades in all high school subjects", those listed under "A" are the students whose average grade in all high school subjects was 90 percent or above. Likewise, a "B" grade represents 80 percent to 89 percent. The "C" students are those whose average grades in all high school subjects ranges between 70 and 79 percent. The "D" students have total grade averages between 60 and 69 percent. The "F"

students are those whose average grades in all high school subjects were 59 percent and below. The scholarship of all students was determined on the above basis and the grades were listed in the respective columns. In recent years a number of high schools in Utah have given "S" and "U" grades. The "S" represents satisfactory work, and the "U" unsatisfactory work. All of the grades reported in these schools for former students were "S" grades, no "U" grades being reported.

In determining the average in percent, for grades in all high school subjects, the "A" grades were weighted at 95, "B" at 85, "C" at 75, "D" at 65, and "F" at 55. The "S" grades were not taken into consideration in this determination because of the difficulty in arbitrarily selecting a figure to weight the rating properly.

All-day vocational agricultural attendance was determined on the same basis as high school attendance and the average grades in all-day vocational agricultural courses was likewise arrived at on the same basis as were the average grades in all high school subjects.

"College attendance, school of agriculture, one year only", refers to those students who attended one full year or at least two quarters and then dropped out. "Graduates" are those students who are graduates with at least a bachelor's degree. The average years attended was determined on a weighted basis, and only those who attended college are taken into consideration in this determination.

What applied in the section on "college attendance, school of agriculture" also applies to the section on "college attendance other than school of agriculture", in the matter of listing data and determining average years of attendance.

In the section under "kind of project", "livestock projects" are the total number of all livestock projects completed. "Poultry projects" are the total for all types of poultry projects completed, and crop projects are the total for all types of crop and fruit projects completed. Under the column "total number of projects" is included the total for livestock, poultry and crop projects completed. The "average number of projects per student" is determined by dividing the total number of projects completed by the total persons in the occupational status.

"Total number of projects carried by all-day students" has reference to the number of productive enterprise projects completed. Under the column "one or two projects" is listed the number of all-day students who completed only one or two projects while in high school. "Three or four projects" includes those students who completed three or four productive enterprise projects, and "five or more projects" denotes those students who completed five or more productive enterprise projects while in high school. "No projects" indicates those former all-day students who are reported as not completing any productive enterprise projects.

"Present residence in the high school area" refers to those former all-day students who now live in the high school patronage area where they went to high school. "Out of high school area" refers to those students who now live outside of the area where they received their high school training. Under the column "in Utah" is listed all former students who now live in Utah. This includes those who live in the high school area where they were trained, and those out of it, but who now live somewhere in the state. The column "out of Utah" includes

those former all-day students who are now out of the state.

The terms "now, and present" in this survey refer to the status as of December 1938.

The term "agricultural group" used herein, refers to all of the vocational statuses in agriculture which are listed opposite the item numbers, 1 to 9, inclusive, in the column "present vocational status". The term "non-agricultural group" has reference to those occupational statuses listed opposite item numbers 10 and 11, in the column, "present vocational status".

METHOD OF PROCEDURE

Data Involved

Individual Permanent Record Cards in Agriculture. Individual permanent record cards for all-day students of vocational agriculture have been furnished free of charge to teachers of vocational agriculture since the program was started in the state. The data from these permanent records form the basis of this survey. A sample permanent-record card is found in Appendix B.

High School Permanent Records. Each high school in the state maintains permanent records upon which are recorded the student's name, high school, courses taken, grades, and a record of attendance. Data from these records were used in this study.

Agricultural Teachers' Work in Posting Cumulative Records. Every vocational agriculture teacher in Utah is expected to keep the individual permanent records up to date. This practice is regarded as a regular part of his work as a teacher.

Extent of the Sampling. A total of 9,141 living, former all-day students from 35 high school vocational agriculture departments is about one-half of all such students who have registered for vocational agriculture since 1918. Statistically this would be regarded as a very satisfactory sampling.

Mr. Henry E. Garrett(6) says that if there is a large and representative sample, standard and probable errors of means, sigmas, percents, etc., measure adequately the stability of the calculated measure insofar as sampling fluctuations and variable errors of measurement are concerned.

Survey Forms. The survey form used in the study was designed by the Utah state director of agricultural education. A sample form is included in Appendix E.

Transfer Sheets. Transfer sheets used in compiling and consolidating the data from local departments were designed by the state director of agricultural education. These sheets made it possible to get totals from the 35 reports received. A sample transfer sheet is included in Appendix C.

Method of Collecting Data

Explanation of Survey to Vocational Agriculture Teachers. During the 1938 Future Farmer Convention held at the Utah State Agricultural College in August 1938, the state director of agricultural education met all the teachers who later made reports for this study and who expressed a desire to cooperate in making the survey. At that time survey forms were given to all of the teachers, and a great deal of time was spent in explaining the details for making the survey. All questions concerning the survey were answered, a hypothetical case was presented, and the details were worked out in terms of the survey.

Distribution of Survey Forms. General instructions which supplanted those given in August 1938, were mimrographed and sent out to the teachers on September 3, 1938. These instructions are shown in Appendix D. At this time additional survey sheets were also enclosed with the instructions. These forms are found in Appendix E.

The date for returning the completed survey forms was January 1, 1939. The final date for returning the forms was March 1, 1939.

Bringing Permanent Records up to Date. Permanent record cards in vocational agriculture are brought up to date once a year by agricultural

teachers. This is generally done by the teachers themselves during the summer months. It involves a check up of former students as to their residence, occupation, and the teacher's evaluation of the degree of success in the occupation. From the permanent office records of the school, the teacher obtains data on grades for all high school subjects. These are transferred to the agricultural permanent records of each individual student while he is enrolled in high school. A record card is made out for first year agriculture students shortly after they enroll in the agricultural course.

When the present survey was begun, a number of teachers were somewhat in arrears in the matter of bringing the records up to date, necessitating considerable extra work before they could make their tabulations for the survey.

Method Used by Teachers in Making Reports. When the individual permanent record cards were brought up to date, the job of making the survey report was in many cases very exacting of the teacher's time and effort. One department reported 859 former students and another reported only 20 students. The average number of students reported per department for the 35 departments was 279 students.

In many departments the teachers solicited the help of the best students in their advanced vocational agriculture class and made the survey a unit for study in the course. Regular class time was devoted to making the survey and the students worked under the teachers' direction. This method of tabulating the data was used in the majority of the departments.

In other departments the teacher did all of the work himself. In one instance the teacher and his wife worked on the survey an average

of two hours each evening for nearly three months. In other instances the secretary to the principal aided in tabulating data. High school students were assigned by the principal in a number of cases to aid in making the survey.

When the survey was completed in each department, a statement accompanied the report signed by the high school principal and agricultural teacher to the effect that the data were correct and accurate according to their best knowledge. A sample form of this statement is found in Appendix F.

The making of the survey created a great deal of local interest among some high school principals, teachers, and students who worked on it. One teacher reported it was the most interesting unit of class activity he had ever conducted in that it was very fascinating to the students and caused them to think seriously of their future occupational opportunity. From the standpoint of vocational guidance it accomplished some very worthwhile results among his students. A number of other teachers made similar comments. In a few instances, teachers questioned the value of the survey in the beginning but felt that it was valuable after they had completed it.

Method Used in Compiling Tabulations Received from the Different Departments. When the surveys from the 35 departments were received by the state director of agriculture education, the data were listed on transfer sheets to get state totals. When the state totals were completed on the transfer sheets, these figures were posted on a final summary sheet for the state as a whole.

RESULTS AND CONCLUSIONS

The results and conclusions are listed in the following pages of tables. Conclusions and deductions are enumerated after each table.

Table 1. Present vocational status of former all-day students of vocational agriculture.

Present Occupational Status	Total number of former all-day students	Percents based on 5150 students in agricultural occupations and 3991 in non-agricultural occupations	Percent based on total of 9141 former students
1. Owner and operator	1063	20.6	11.6
2. Manager of a farm for another party	163	3.2	1.8
3. Renter and operator of a farm	266	5.2	2.9
4. Partner in a farm business			
(a) At home	1325	25.7	14.5
(b) Away from home	76	1.5	.8
5. Farm laborer with specific wages			
(a) At home	355	6.9	3.9
(b) Away from home	370	7.2	4.0
6. At home with definite or indefinite allowance	748	14.5	8.2
7. Occupations related to farming	387	7.5	4.2
8. Now studying agriculture in college	323	6.3	3.5
9. Professional agriculture workers	72	1.4	.8
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	100.0	56.3
10. Occupations not related to farming			
(a) Professional	392	9.6	4.3
(b) Mechanics	270	6.8	2.9
(c) In business for themselves	209	5.2	2.3
(d) Truck drivers, clerks, etc.	578	14.5	6.3
(e) Common laborers	1428	35.8	15.6
(f) L. D. S. Missionaries	204	5.1	2.2
(g) Other	513	12.8	5.6
11. In college but not studying agriculture	397	9.9	4.3
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	100.0	43.7
GRAND TOTAL	9141		100.0

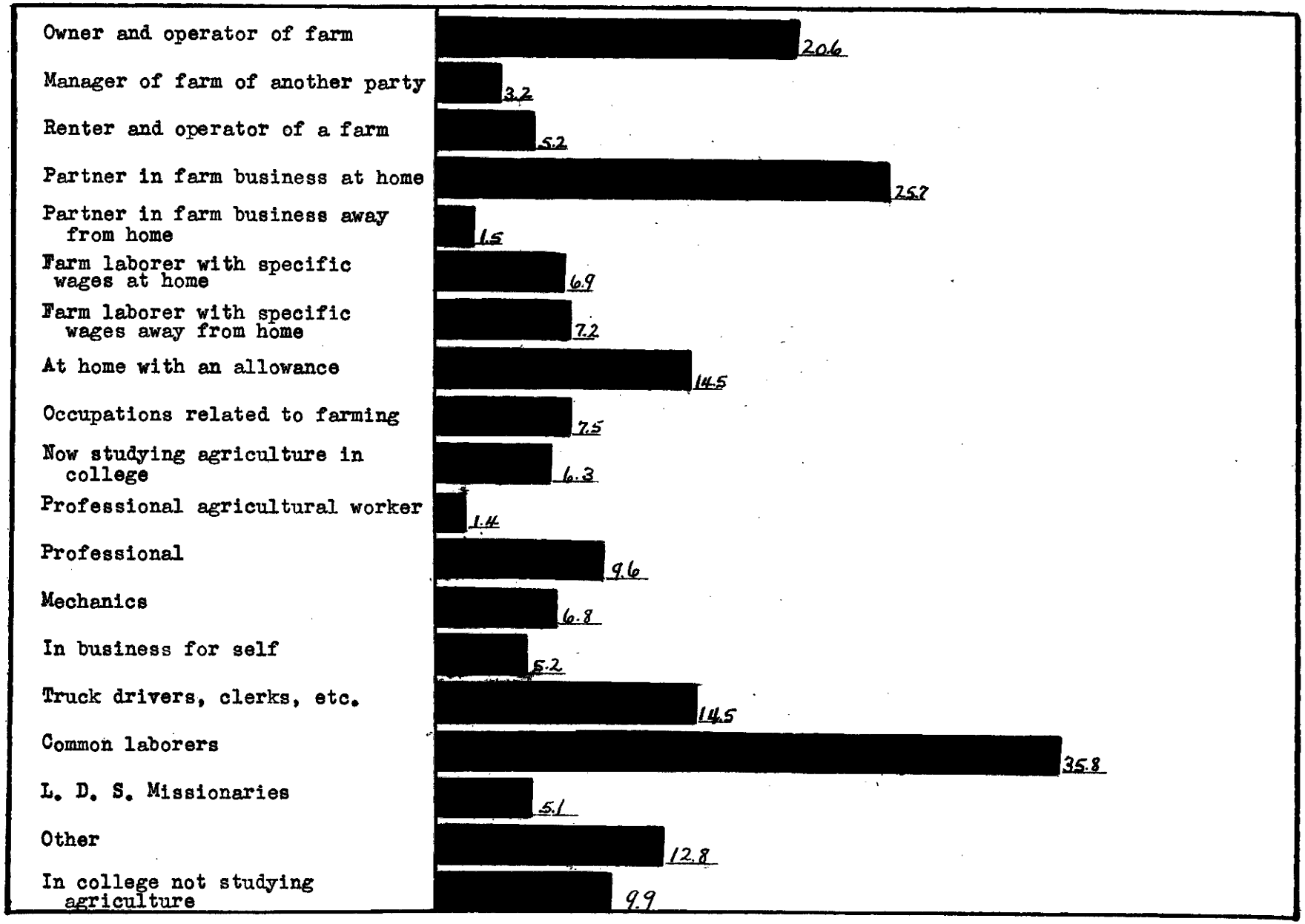

Figure 1. Occupational distribution of former all-day students of vocational agriculture in Utah

Conclusions Drawn from Table 1. The number of former all-day students in agricultural occupations in the present study is low as compared with most of the surveys listed in this study. The 56.3 percent of former students now engaged in some agricultural occupation, as revealed in the present study, compares with 55.0 percent for Idaho, 57.7 percent for Virginia, 63.8 percent for New Jersey, 65.8 percent for Illinois, and 89.2 percent for South Dakota.

One in 12 of those now in agricultural occupations are farm managers or renters. This ratio seems very low and may be caused by the fact that the percentage of farm tenancy in Utah is only 14 percent, as compared with 42 percent for the national average.

Less than one in every 100 of the former students are now in professional agriculture work. This compares with one for every five who are in non-agricultural professional work.

One in 12 of all former students are home with a definite or indefinite allowance. It can be assumed that this group is home in this status because of limited opportunity for it to get into some other more favorable occupation. It is also serious to note that over one-third of all those in non-agricultural occupations are common laborers.

The percentage of students now studying agriculture in college as compared with those now in college not studying agriculture is higher than for Idaho, which furnishes the only comparison available.

Table 2 High school attendance record of former all-day students in vocational agriculture.

	Former all-day students in vocational agriculture		One year only		Two years only		Three years only		Four years only		Graduates		Average years in high school
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1. Owner and operator of farm	1063	11.6	82	7.7	171	16.1	218	20.5	592	55.7	491	46.2	3.2
2. Manager of farm of another party	165	1.8	4	2.4	20	12.2	34	20.6	107	64.8	104	63.0	3.5
3. Renter and operator of a farm	266	2.9	44	16.5	43	16.2	40	15.0	139	52.3	126	47.4	3.0
4. Partner in farm business													
(a) At home	1325	14.5	112	8.5	243	18.3	211	15.9	759	57.3	633	47.8	3.2
(b) Away from home	76	.9	13	17.1	8	10.6	14	18.4	41	53.9	25	32.9	3.1
5. Farm laborer with specific wages													
(a) At home	355	3.9	27	7.6	65	18.3	55	15.5	208	58.6	154	43.4	3.3
(b) Away from home	370	4.0	72	19.5	83	22.5	55	14.9	160	43.1	105	28.4	2.8
6. At home with an allowance	748	8.2	108	14.4	108	14.4	127	17.0	405	54.2	358	47.9	3.1
7. Occupations related to farming	387	4.2	60	15.5	47	12.2	60	15.5	220	56.8	189	48.8	3.1
8. Now studying agriculture in college	323	3.5	2	.6	3	.9			318	98.5	303	93.8	4.0
9. Professional agricultural worker	72	.8			2	2.7	3	4.2	67	93.1	66	91.7	3.9
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	524	10.2	793	15.4	817	15.8	3016	58.6	2455	47.7	3.2
10. Occupations not related to farming													
(a) Professional	392	4.4	9	2.3	12	3.1	23	5.8	348	88.8	323	82.4	3.8
(b) Mechanics	270	2.9	21	7.8	42	15.6	43	15.9	164	60.7	130	48.1	3.5
(c) In business for self	209	2.3	21	10.0	22	10.6	28	13.4	138	66.0	126	60.3	3.4
(d) Truck drivers, clerks, etc.	578	6.4	44	7.6	80	13.8	67	11.6	387	67.0	349	60.4	3.4
(e) Common laborers	1428	15.6	192	13.4	305	21.4	240	16.8	691	48.4	583	40.8	3.0
(f) L. D. S. Missionaries	204	2.2	5	2.5	5	2.5	21	10.2	173	84.8	157	76.9	3.8
(g) Other	513	5.6	53	10.4	87	16.9	77	15.0	296	57.7	237	46.2	3.2
11. In college not studying agriculture	397	4.3	7	1.8	10	2.5	4	1.0	376	94.7	365	91.9	3.9
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	352	8.8	563	14.2	503	12.6	2573	64.5	2270	56.9	3.3
GRAND TOTAL	9141	100.0	876	9.9	1356	14.8	1320	14.4	5589	61.2	4725	51.7	3.3

High School Attendance as Shown in Table 2. As is indicated, the non-agricultural group had the smallest percentage of school mortality, the highest percentage remaining in high school for four years, and graduated students in larger percentages than did the agricultural group.

These conclusions are shown by the fact that 41.4 percent of the agricultural group dropped out before the fourth year, as compared with 35.5 percent for the non-agricultural group. The number of high school graduates in the non-agricultural group was 56.9 percent, as compared with 47.7 percent for the agricultural group.

In the agricultural group the professional agricultural workers and college students in agriculture had the best attendance record, and the farm laborers away from home had the poorest. In the non-agriculture group the college students not studying agriculture led in attendance and the common laborers were low. These results seem to indicate there is a high correlation between the length of high school attendance and professional and non-professional status.

Table 3 Average grades received in all high school subjects by former students of vocational agriculture.

Present Occupational Status	Former all-day students in vocational agriculture		Average grades in all high school subjects												Average grade in per cent
			A		B		C		D		F		S		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1. Owner and operator of farm	1063	11.6	53	5.0	311	29.2	557	52.4	91	8.6	51	4.8			77.1
2. Manager of farm of another party	165	1.8	8	4.8	52	31.5	88	53.4	15	9.1	2	1.2			78.2
3. Renter and operator of a farm	266	2.9	7	2.6	67	25.2	147	55.3	35	13.2	10	3.7			76.0
4. Partner in farm business															
(a) At home	1325	14.5	51	3.8	310	23.4	593	44.8	116	8.8	48	3.6	207	15.6	76.8
(b) Away from home	76	.9	2	2.6	22	28.9	34	44.8	15	19.8	3	3.9			75.7
5. Farm laborer with specific wages															
(a) At home	355	3.9	13	3.7	100	28.2	155	43.6	55	15.5	18	5.1	14	3.9	76.0
(b) Away from home	370	4.0	5	1.4	63	17.0	200	54.1	69	18.6	33	8.9			73.3
6. At home with an allowance	748	8.2	31	4.2	228	30.5	319	42.6	75	10.0	30	4.0	65	8.7	77.3
7. Occupations related to farming	387	4.2	18	4.6	105	27.2	187	48.3	46	11.9	31	8.0			75.4
8. Now studying agriculture in college	323	3.5	53	16.4	170	52.6	93	28.9	5	1.5			2	.6	83.4
9. Professional agricultural worker	72	.8	9	12.5	50	69.4	13	18.1							84.4
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	250	4.9	1478	28.7	2386	46.3	522	10.1	226	4.4	288	5.6	77.1
10. Occupations not related to farming															
(a) Professional	392	4.4	49	12.5	190	48.5	140	35.7	8	2.0	5	1.3			81.9
(b) Mechanics	270	2.9	13	4.8	84	31.1	129	47.8	35	13.0	8	3.0	1	.3	77.2
(c) In business for self	209	2.3	16	7.6	69	33.0	97	46.4	17	8.1	6	2.9	4	2.0	78.5
(d) Truck drivers, clerks, etc.	578	6.4	26	4.5	203	35.2	270	46.7	46	7.9	25	4.3	8	1.4	77.8
(e) Common laborers	1428	15.6	30	2.2	319	22.3	726	50.8	205	14.4	128	8.9	20	1.4	74.4
(f) L. D. S. Missionaries	204	2.2	20	9.8	100	49.1	75	36.8	7	3.4	2	.9			81.3
(g) Other	513	5.6	10	1.9	151	29.4	228	44.4	65	12.8	35	6.8	24	4.7	75.7
11. In college not studying agriculture	397	4.3	61	15.4	213	53.7	104	26.2	7	1.7	2	.5	10	2.5	83.4
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	225	5.6	1329	33.3	1769	44.3	390	9.7	211	5.3	67	1.8	77.5
GRAND TOTAL	9141	100.0	475	5.2	2807	30.7	4155	45.5	912	10.0	437	4.8	355	3.8	77.2

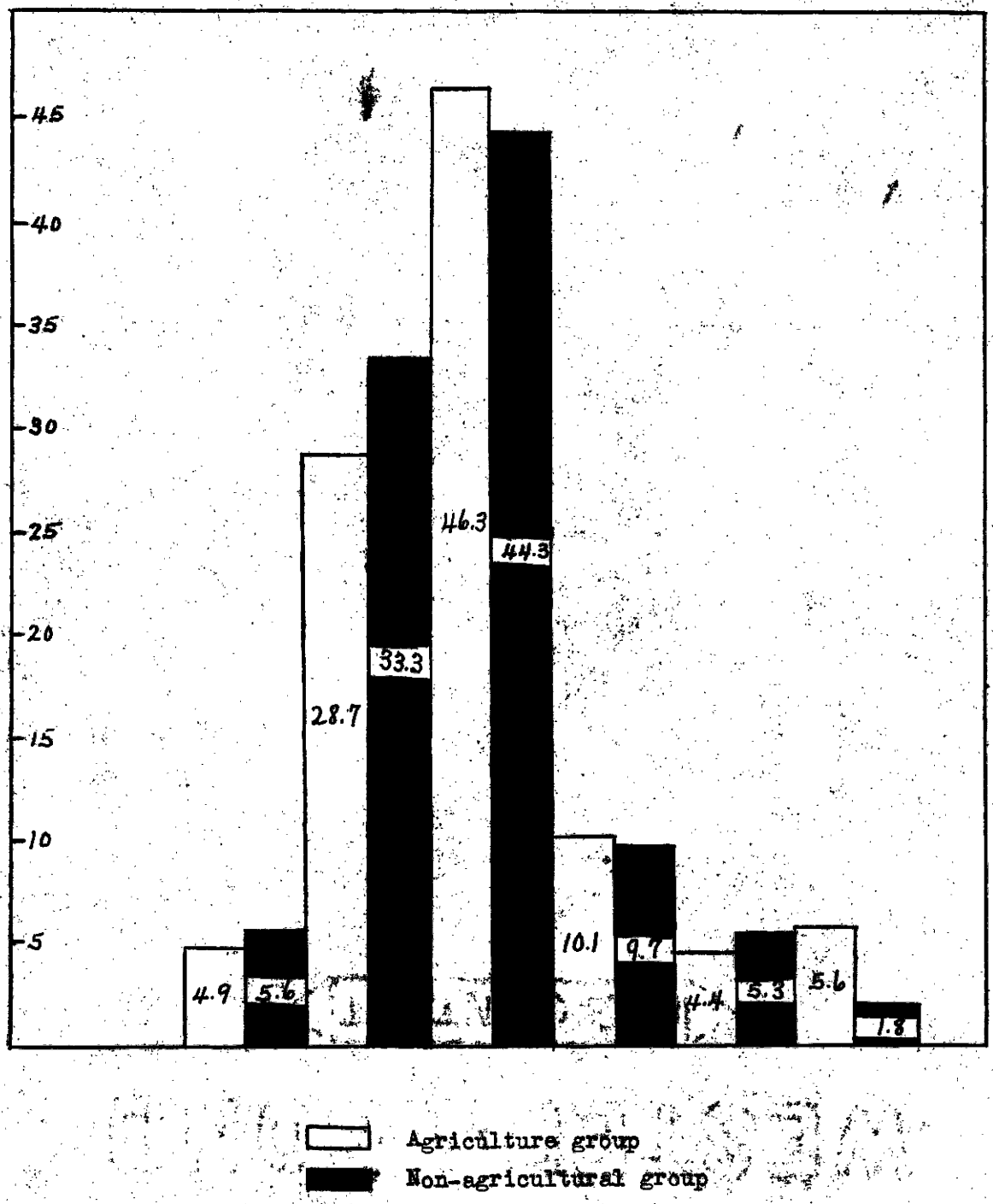

Figure 2. Average grades in all high school subjects, of former all-day students of vocational agriculture in Utah

Average Grades as Shown in Table 3. The grade distribution of both the agricultural and non-agricultural groups is skewed to the right in comparison with the normal distribution curve. The markings of the teachers indicate a higher percentage of B's and C's than in a normal distribution.

The college students and professional workers are highest in scholarship, and the farm laborers and common laborers are lowest. This indicates a high correlation between high school grades and occupational status with regard to the groups mentioned.

The difference in high school grades between the agricultural and non-agricultural groups is so small as to have no significance.

Table 4 All-day vocational agriculture attendance record of former students of vocational agriculture.

Present Occupational Status	Former all-day students in vocational agriculture		All-day vocational agriculture attendance								Average number of years
			One year only		Two years only		Three years only		Four years		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1. Owner and operator of farm	1063	11.6	268	25.2	317	29.8	299	28.2	179	16.8	2.4
2. Manager of farm of another party	165	1.8	38	23.0	57	34.5	47	28.6	23	13.9	2.3
3. Renter and operator of a farm	266	2.9	102	38.3	65	24.4	64	24.1	35	13.2	2.1
4. Partner in farm business											
(a) At home	1325	14.5	372	28.0	469	35.4	340	25.7	144	10.9	2.2
(b) Away from home	76	.9	30	39.5	17	22.3	23	30.3	6	7.9	2.1
5. Farm laborer with specific wages											
(a) At home	355	3.9	139	39.2	119	33.5	67	18.8	30	8.5	1.9
(b) Away from home	370	4.0	176	47.6	121	32.7	53	14.3	20	5.4	1.8
6. At home with an allowance	748	8.2	239	32.0	225	30.1	141	18.8	143	19.1	2.3
7. Occupations related to farming	387	4.2	169	43.6	111	28.7	70	18.1	37	9.6	1.9
8. Now studying agriculture in college	323	3.5	88	27.2	95	29.4	91	28.2	49	15.2	2.3
9. Professional agricultural worker	72	.8	17	23.6	26	36.1	20	27.7	9	12.5	2.3
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	1638	31.8	1622	31.5	1215	23.6	675	13.1	2.2
10. Occupations not related to farming											
(a) Professional	392	4.4	166	42.3	149	38.0	54	13.8	23	5.9	1.8
(b) Mechanics	270	2.9	110	40.7	90	33.3	49	18.1	21	7.7	1.9
(c) In business for self	209	2.3	102	48.8	63	30.1	32	15.3	12	5.8	1.8
(d) Truck drivers, clerks, etc.	578	6.4	267	46.2	184	31.9	92	15.9	35	6.0	1.8
(e) Common laborers	1428	15.6	721	50.5	457	32.0	185	12.9	65	4.6	1.7
(f) L. D. S. Missionaries	204	2.2	53	25.9	64	31.4	65	31.8	22	10.9	2.3
(g) Other	513	5.6	226	44.0	187	36.5	76	14.8	24	4.7	1.8
11. In college not studying agriculture	397	4.3	143	36.0	138	34.8	84	21.2	32	8.0	2.0
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	1788	44.8	1532	33.4	637	15.9	234	5.9	1.8
GRAND TOTAL	9141	100.0	3426	37.5	2954	32.3	1852	20.3	909	9.9	2.0

Table 4 Indicates Attendance in All-Day Vocational Agriculture Courses. This table reveals that 78 percent of the non-agricultural group discontinued vocational agriculture courses after two years as compared with a 63 percent mortality for the agricultural group. Thus the 37 percent of the agricultural group which attended agricultural courses three or four years is a much better record than 22 percent for the non-agricultural group.

It is significant to note that farm owners have the best attendance record with an average of 2.4 years. All former students in the most desirable statuses in the agricultural group have an attendance record of two years or better. The L. D. S. Missionaries constitute the only division of the non-agricultural group to exceed two years attendance in vocational agriculture.

The agricultural group had an average attendance record of 2.2 years as compared with 1.8 years for the non-agricultural group and two years for the whole group of 9,141 former students.

These results of all-day vocational agriculture attendance as shown in table 4 would, therefore, indicate that the agricultural group has the largest average attendance in terms of years in all-day vocational agriculture courses.

Table 5 Average grades in all-day vocational agriculture subjects for former students of vocational agriculture.

Present Occupational Status	Former all-day students in vocational agriculture		Average grades in vocational agriculture subjects												Average grade in per cent
			A		B		C		D		F		S		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1. Owner and operator of farm	1063	11.6	93	8.8	423	39.8	431	40.5	70	6.6	46	4.3			79.2
2. Manager of farm of another party	165	1.8	12	7.3	69	41.8	71	43.0	13	7.9					79.8
3. Renter and operator of a farm	266	2.9	20	7.5	95	35.7	113	42.5	30	11.3	8	3.0			78.3
4. Partner in farm business															
(a) At home	1325	14.5	114	8.6	409	30.9	470	35.5	91	6.8	40	3.0	201	15.2	79.1
(b) Away from home	76	.9	6	7.9	26	34.2	35	46.1	7	9.2	2	2.6			78.6
5. Farm laborer with specific wages															
(a) At home	355	3.9	10	2.8	107	30.1	151	42.5	68	19.2	19	5.4			75.6
(b) Away from home	370	4.0	28	7.6	95	25.7	158	42.7	62	16.7	27	7.3			75.9
6. At home with an allowance	748	8.2	51	6.8	245	32.8	297	39.7	61	8.2	37	4.9	57	7.6	78.1
7. Occupations related to farming	387	4.2	27	6.9	114	29.5	157	40.5	53	13.7	36	9.3			76.1
8. Now studying agriculture in college	323	3.5	75	23.2	178	55.1	62	19.2	6	1.9			2	.6	85.0
9. Professional agricultural worker	72	.8	25	34.7	37	51.4	10	13.9							87.1
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	461	9.0	1798	34.8	1955	38.0	461	9.0	215	4.2	260	5.0	78.7
10. Occupations not related to farming															
(a) Professional	392	4.4	85	21.7	197	50.3	100	25.5	8	2.0	2	.5			84.0
(b) Mechanics	270	2.9	28	10.4	99	36.6	100	37.0	30	11.2	13	4.8			78.7
(c) In business for self	209	2.3	23	11.0	79	37.8	87	41.6	12	5.8	8	3.8			79.6
(d) Truck drivers, clerks, etc.	578	6.4	47	8.1	232	40.1	223	38.6	32	5.5	34	5.9	10	1.8	79.0
(e) Common laborers	1428	15.6	58	4.1	412	28.8	610	42.7	178	12.5	143	10.0	27	1.9	75.5
(f) L. D. S. Missionaries	204	2.2	34	16.6	93	45.7	59	28.9	5	2.5	4	1.9	9	4.4	82.6
(g) Other	513	5.6	25	4.8	162	31.6	206	40.2	56	10.9	63	12.3	1	.2	75.6
11. In college not studying agriculture	397	4.3	108	27.2	179	45.1	80	20.1	13	3.3	7	1.7	10	2.5	84.5
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	408	10.3	1453	36.4	1465	36.7	334	8.4	274	6.8	57	1.4	78.5
GRAND TOTAL	9141	100.0	869	9.5	3257	35.6	3420	37.4	795	8.7	489	5.3	317	3.5	78.7

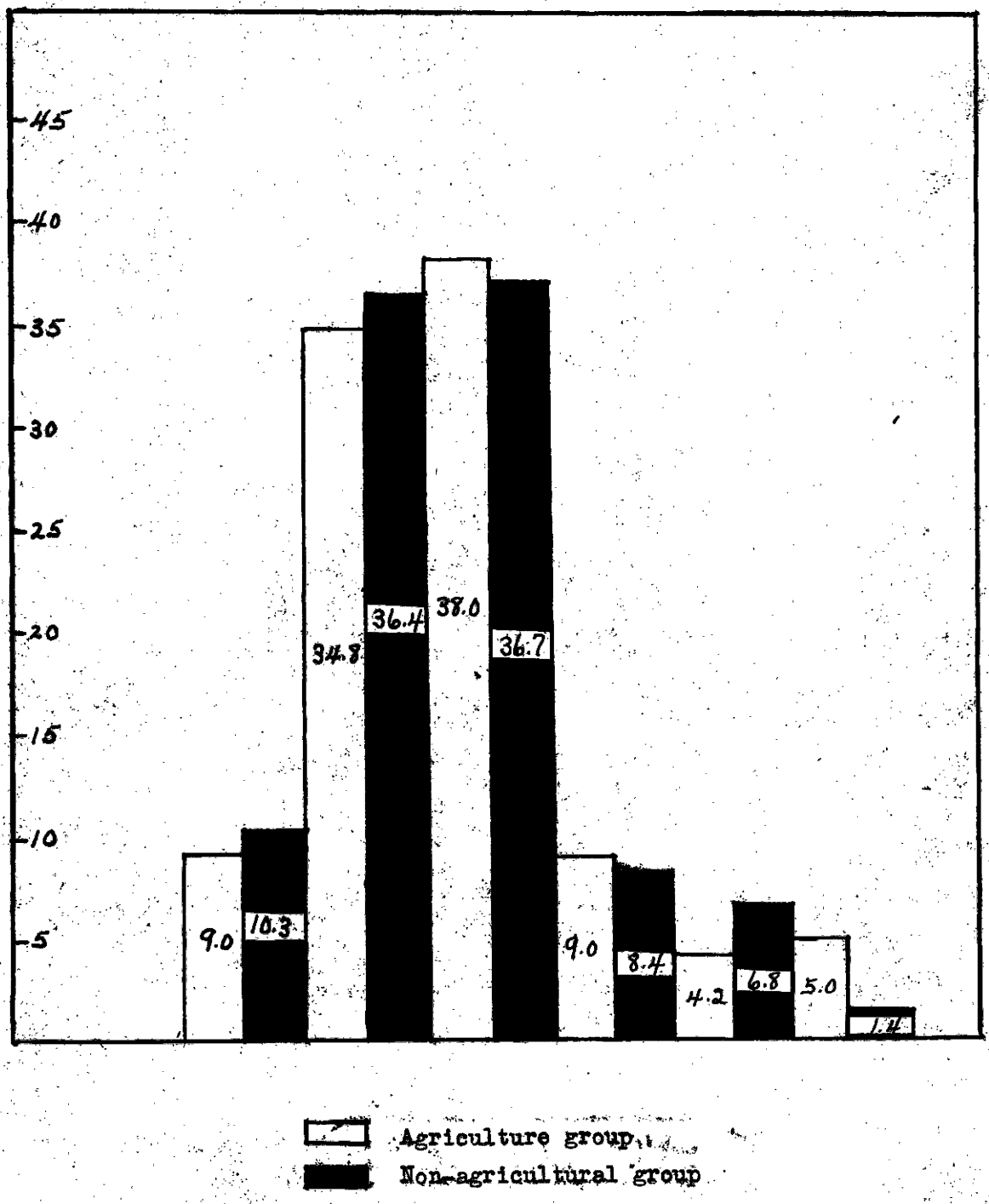

Figure 3. Average grades in all-day vocational agriculture courses, of former all-day students of vocational agriculture in Utah

Conclusions Drawn from Table 5. There is indicated a high correlation between the high average grades of professional workers and college students in the agricultural and in the non-agricultural groups. It is significant, too, that the farm laborers and common laborers have the lowest grades in their respective groups.

The average grades in agricultural courses are higher than the average grades in all high school subjects for both the agricultural and non-agricultural groups. This may indicate that agricultural teachers give higher marks than did high school teachers in general, or it may indicate that the group is a select one from the standpoint of interest and scholarship.

Here again the difference between the average grades of the agricultural group and the non-agricultural group is too small to have significance.

Table 6 College attendance in the school of agriculture for former all-day students of vocational agriculture

Present Occupational Status	Former all-day students in vocational agriculture		College attendance in school of agriculture								Average years attended
			One year only		Two years only		Three years only		Graduates		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1. Owner and operator of farm	1063	11.6	27	2.5	35	3.3	9	.9	14	1.3	2.0
2. Manager of farm of another party	165	1.8	7	4.2	5	3.1					1.4
3. Renter and operator of a farm	266	2.9	7	2.6	5	1.9	2	.8			1.6
4. Partner in farm business											
(a) At home	1325	14.5	55	4.2	35	2.6	9	.7	8	.6	1.7
(b) Away from home	76	.9			2	2.6					2.0
5. Farm laborer with specific wages											
(a) At home	355	3.9	4	1.1	2	.6					1.3
(b) Away from home	370	4.0	6	1.6	2	.6					1.2
6. At home with an allowance	748	8.2	19	2.5	13	1.8	10	1.3	1	.1	1.8
7. Occupations related to farming	387	4.2	7	1.8	10	2.6	3	.7	13	3.4	2.7
8. Now studying agriculture in college	323	3.5	119	36.8	113	35.0	65	20.2	26	8.0	2.0
9. Professional agricultural worker	72	.8	3	4.2	1	1.4	5	6.9	55	76.4	3.8
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	254	4.9	223	4.3	103	2.0	117	2.3	2.1
10. Occupations not related to farming											
(a) Professional	392	4.4	7	1.8	6	1.5	3	.8	74	18.9	3.6
(b) Mechanics	270	2.9	9	3.3	8	3.0			2	.7	1.7
(c) In business for self	209	2.3	4	1.9	3	1.4	1	.5	2	1.0	2.1
(d) Truck drivers, clerks, etc.	578	6.4	17	2.9	11	1.9	4	.7	2	.4	1.8
(e) Common laborers	1428	15.6	14	1.0	14	1.0	3	.2	2	.1	1.7
(f) L. D. S. Missionaries	204	2.2	16	7.8	21	10.3	5	2.5	1	.5	2.3
(g) Other	513	5.6	10	1.8	5	1.0	1	.3	6	1.2	2.1
11. In college not studying agriculture	397	4.3									
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	77	1.9	68	1.7	17	.4	89	2.2	2.4
GRAND TOTAL	9141	100.0	331	3.6	291	3.2	120	1.3	206	2.3	2.2

Conclusions Drawn from Table 6. College attendance in school of agriculture supports the following conclusions. Twice the percentage of students in the agricultural group attended college, and only half as many of those who attended graduated as did the non-agricultural group. Two out of six of the non-agricultural group who entered college in the school of agriculture were graduates, as compared with one out of six of the agricultural group.

This may indicate a greater initial interest in agriculture on the part of the agricultural group, but a larger sustained interest on the part of the non-agricultural group. The cause of the higher mortality in the agricultural group is not revealed in this study; however, it is expected that urgency of work on the home farm may have contributed to this difference.

The fact that former students now in agricultural pursuits went to college in the school of agriculture to the extent of only one out of every seven seems to indicate a general non-interest on the part of this group in studying agriculture in college. The low percentage of the attendance of the non-agricultural group would be expected.

The very low college attendance on the part of farm laborers and common laborers indicates that on the whole these groups have little interest and ability in a college education, as shown by their low high school grades. On the other hand, the study indicates that if a person wants to get into professional agricultural work, a college education is necessary, as is indicated that eight out of every nine of these workers had some college work in agriculture.

Table 7. College attendance other than in the school of agriculture for former all-day students of vocational agriculture.

Present Occupational Status	Former all-day students in vocational agriculture		College attendance other than school of agriculture								Average years attended
			One year only		Two years only		Three years only		Graduates		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1. Owner and operator of farm	1063	11.6	17	1.6	14	1.2	5	.5	2	.2	1.8
2. Manager of farm of another party	165	1.8	7	4.2	3	1.8			1	.6	1.5
3. Renter and operator of a farm	266	2.9	2	.8							1.0
4. Partner in farm business											
(a) At home	1325	14.5	46	3.5	15	1.1	7	.5	5	.4	1.6
(b) Away from home	76	.9	3	.4			1	.1			1.5
5. Farm laborer with specific wages											
(a) At home	355	3.9	7	2.0	5	1.4	1	.3			1.5
(b) Away from home	370	4.0	1	.3							1.0
6. At home with an allowance	748	8.2	13	1.7	6	.9	1	.1	1	.1	1.5
7. Occupations related to farming	387	4.2	9	2.3	15	3.9	1	.3	5	1.3	2.1
8. Now studying agriculture in college	323	3.5									
9. Professional agricultural worker	72	.8	5	6.9	1	1.4					1.2
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	110	2.1	59	1.1	16	.3	14	.3	1.7
10. Occupations not related to farming											
(a) Professional	392	4.4	18	4.6	23	5.8	16	4.1	101	25.8	3.3
(b) Mechanics	270	2.9	8	3.0	15	5.5	5	1.9	15	5.5	2.6
(c) In business for self	209	2.3	13	6.2	16	7.7	4	1.9	7	3.3	2.0
(d) Truck drivers, clerks, etc.	578	6.4	28	4.8	17	2.9	6	1.0	8	1.5	1.9
(e) Common laborers	1428	15.6	24	1.7	16	1.1	6	.4	7	.5	1.9
(f) L. D. S. Missionaries	204	2.2	6	2.9	18	8.9	6	2.9	6	2.9	2.3
(g) Other	513	5.6	20	3.9	16	3.1	15	2.9	7	1.4	2.2
11. In college not studying agriculture	397	4.3	156	39.3	145	36.5	59	14.9	37	9.3	1.9
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	273	6.8	276	6.9	117	2.9	188	4.7	2.3
GRAND TOTAL	9141	100.0	383	4.2	335	3.7	133	1.5	202	2.1	2.1

College Attendance other than the School of Agriculture is Shown in Table 7. The non-agricultural group shows a four to one greater college attendance in fields other than agriculture, than does the agricultural group. This indicates a high correlation between the type of college work pursued and subsequent occupational status.

The low percentage of attendance of farm laborers and common laborers in college other than the school of agriculture correlates with the low attendance in the school of agriculture for these occupational groups.

As was the case of college attendance in the school of agriculture for professional agricultural workers, so it is with college attendance other than the school of agriculture for non-agricultural professional workers; the percentage of attendance is high.

In conclusion, the deduction can be drawn from the above figures that college attendance (school of agriculture and college attendance other than the school of agriculture) is greatest with those in non-agricultural occupations; 27.7 percent of this group attended college one or more years as compared with 17.4 percent for the agricultural group. The percentage of college attendance for the agricultural and non-agricultural groups was respectively as follows: One year only, 7.1 percent and 8.7 percent; two years only, 5.4 percent and 8.6 percent; three years only, 2 percent and 2.6 percent; and graduates, 2.5 percent and 6.9 percent. These figures indicate that the non-agricultural group had the best record of college attendance, year by year, as well as graduating larger proportions than did the agricultural group.

It indicates further that college attendance mortality is greatest

in the first year.

In the agricultural group for every seven persons who entered college, only one graduated. In the non-agricultural group one graduated for every four who entered. Thus the total mortality in college attendance for the agricultural group was nearly two to one greater than the non-agricultural group.

Of the 9,141 former students, 21.9 percent went to college one year or more, and 20.4 percent of those who went to college graduated. In round numbers one in every five of all former students went to college one year or more and one in every five who entered graduated.

Table 8 Kind of projects completed by former all-day students of vocational agriculture

Present Occupational Status	Former all-day students in vocational agriculture		Kind of Projects						Total Number of Projects	Average Number of Projects per Student
			Livestock		Poultry		Crops			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1. Owner and operator of farm	1063	11.6	1002	46.7	176	8.2	988	45.1	2166	2.0
2. Manager of farm of another party	165	1.8	179	54.1	35	10.6	117	35.3	331	2.0
3. Renter and operator of a farm	266	2.9	243	46.7	53	10.2	224	43.1	520	1.9
4. Partner in farm business										
(a) At home	1325	14.5	1448	52.0	216	7.7	1123	40.3	2787	2.1
(b) Away from home	76	.9	60	38.0	21	13.3	77	48.7	158	2.1
5. Farm laborer with specific wages										
(a) At home	355	3.9	197	41.9	64	13.7	209	44.4	470	1.5
(b) Away from home	370	4.0	259	44.5	45	7.7	278	47.8	582	1.6
6. At home with an allowance	748	8.2	762	52.2	131	9.0	566	38.8	1459	1.9
7. Occupations related to farming	387	4.2	312	48.1	64	9.9	272	42.0	648	1.7
8. Now studying agriculture in college	323	3.5	417	53.1	81	10.3	288	36.6	786	2.4
9. Professional agricultural worker	72	.8	94	58.8	12	7.5	54	33.7	160	2.2
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	4973	49.5	898	8.9	4176	41.6	10047	2.0
10. Occupations not related to farming										
(a) Professional	392	4.4	253	44.9	81	14.4	229	40.7	563	1.4
(b) Mechanics	270	2.9	205	49.0	58	13.9	155	37.1	418	1.6
(c) In business for self	209	2.3	155	49.8	45	14.5	111	35.7	311	1.5
(d) Truck drivers, clerks, etc.	578	6.4	433	48.9	111	12.6	341	38.5	885	1.5
(e) Common laborers	1428	15.6	953	50.1	272	14.3	677	35.6	1902	1.3
(f) L. D. S. Missionaries	204	2.2	207	46.8	70	15.9	165	37.3	442	2.2
(g) Other	513	5.6	325	41.6	129	16.5	327	41.9	781	1.5
11. In college not studying agriculture	397	4.3	302	50.6	95	15.9	200	13.5	597	1.5
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	2833	48.0	861	14.6	2205	37.4	5899	1.4
GRAND TOTAL	9141	100.0	7806	49.0	1757	11.0	6381	40.0	15946	1.7

Interpretations Drawn from Table 8. It is important to note that the agricultural group completed two projects per student as compared with 1.4 projects for the non-agricultural group. This may indicate greater agricultural vocational interest on the part of the agricultural group. The exact cause of this difference, however, is not revealed in the study.

The fact that both the agricultural and non-agricultural groups completed about the same percentages of livestock, poultry and crop projects indicates that "kind of project" is not significant in relation to vocational status.

The high correlation between the low number of projects completed among the farm laborers in the agricultural group and the common laborers in the non-agricultural group is significant.

Table 9 Total number of projects completed by former all-day students of vocational agriculture

Present Occupational Status	Former all-day students in vocational agriculture		Total number of Projects Completed								Average Percent of Projects Completed
			One or Two Projects		Three or Four Projects		Five or Six Projects		No Projects		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1. Owner and operator of farm	1063	11.6	550	51.7	274	25.8	95	8.9	144	13.6	86.4
2. Manager of farm of another party	165	1.8	101	61.2	43	26.0	12	7.3	9	5.5	94.5
3. Renter and operator of a farm	266	2.9	193	72.6	62	23.3	10	3.8	1	.3	99.7
4. Partner in farm business											
(a) At home	1325	14.5	817	61.7	410	30.9	78	5.9	20	1.5	98.5
(b) Away from home	76	.9	50	65.8	20	26.3	5	6.6	1	1.3	98.7
5. Farm laborer with specific wages											
(a) At home	355	3.9	234	65.9	73	20.6	7	2.0	41	11.5	88.5
(b) Away from home	370	4.0	301	81.4	55	14.8	9	2.4	5	1.4	98.6
6. At home with an allowance	748	8.2	587	78.5	140	18.7	10	1.3	11	1.5	98.5
7. Occupations related to farming	387	4.2	270	69.7	90	23.3	17	4.4	10	2.6	97.4
8. Now studying agriculture in college	323	3.5	191	59.1	100	31.0	27	8.4	5	1.5	98.5
9. Professional agricultural worker	72	.8	44	61.1	16	22.2	5	6.9	7	9.8	90.2
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	3338	64.8	1283	24.9	275	5.3	254	5.0	95.0
10. Occupations not related to farming											
(a) Professional	392	4.4	261	66.6	69	17.6	9	2.3	53	13.5	86.5
(b) Mechanics	270	2.9	171	63.3	72	26.7	11	4.1	16	5.9	94.1
(c) In business for self	209	2.3	136	65.1	49	23.4	7	3.3	17	8.2	91.8
(d) Truck drivers, clerks, etc.	578	6.4	399	69.0	106	18.3	26	4.5	47	8.2	91.8
(e) Common laborers	1428	15.6	1005	70.4	242	16.9	89	6.2	92	6.5	93.5
(f) L. D. S. Missionaries	204	2.2	127	62.2	62	30.4	13	6.4	2	1.0	99.0
(g) Other	513	5.6	404	78.7	82	16.0	21	4.1	6	1.2	98.8
11. In college not studying agriculture	397	4.3	270	68.0	73	18.4	26	6.5	28	7.1	92.9
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	2773	69.5	755	18.9	202	5.1	261	6.5	93.5
GRAND TOTAL	9141	100.0	6111	66.9	2038	22.3	477	5.2	515	5.6	94.4

Deductions from Table 9. The agricultural group had 95 percent of its number complete one or more projects as compared with 93.5 percent for the non-agricultural group.

No significant correlation can be determined between the percentages of projects completed among the two groups. This is also true of the number of projects completed per student in each classification of the two groups.

It was rather unexpected to find the low percentage of project completion among the farm owners and operators, especially in view of the fact that this group had the highest percentage of completion of "five or more projects" per student.

Table 10 Present residence of former all-day students of vocational agriculture

Present Occupational Status	Former all-day students in vocational agriculture		Present Residence							
			In High School Area		Out of High School Area		In Utah		Out of Utah	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Owner and operator of farm	1063	11.6	854	80.3	209	19.7	146	80.0	117	11.0
2. Manager of farm of another party	165	1.8	146	88.5	19	11.5	156	94.5	9	5.5
3. Renter and operator of a farm	266	2.9	202	75.9	64	24.1	245	92.1	21	7.9
4. Partner in farm business										
(a) At home	1325	14.5	1218	91.9	107	8.1	1289	97.3	36	2.7
(b) Away from home	76	.9	54	71.1	22	28.9	61	80.3	15	19.7
5. Farm laborer with specific wages										
(a) At home	355	3.9	286	80.6	69	19.4	327	91.1	28	7.9
(b) Away from home	370	4.0	202	54.6	168	45.4	292	78.9	78	21.1
6. At home with an allowance	748	8.2	698	93.3	50	6.7	710	94.9	38	5.1
7. Occupations related to farming	387	4.2	255	65.9	132	34.1	324	83.7	63	16.3
8. Now studying agriculture in college	323	3.5	161	49.8	162	50.2	301	93.2	22	6.8
9. Professional agricultural worker	72	.8	22	30.6	50	69.4	46	63.9	26	36.1
TOTAL IN AGRICULTURAL OCCUPATIONS	5150	56.3	4098	79.6	1052	20.4	4697	91.2	453	8.8
10. Occupations not related to farming										
(a) Professional	392	4.4	167	42.6	225	57.4	280	71.4	112	28.6
(b) Mechanics	270	2.9	151	55.9	119	44.1	216	80.0	54	20.0
(c) In business for self	209	2.3	126	60.3	83	39.7	152	72.7	57	27.3
(d) Truck drivers, clerks, etc.	578	6.4	332	57.4	246	42.6	471	81.5	107	18.5
(e) Common laborers	1428	15.6	925	64.8	503	35.2	1230	86.1	198	13.9
(f) L. D. S. Missionaries	204	2.2	-0-	-0-	204	100.0	-0-	-0-	204	100.0
(g) Other	513	5.6	272	53.0	241	47.0	374	72.9	139	27.1
11. In college not studying agriculture	397	4.3	199	50.1	198	49.9	354	89.2	43	10.8
TOTAL KNOWN NON-AGRICULTURAL OCCUPATIONS	3991	43.7	2172	54.4	1819	45.6	3077	77.1	914	22.9
GRAND TOTAL	9141	100.0	6270	68.6	2871	31.4	7774	85.0	1367	15.0

Conclusions Concerning Present Residence as is Shown in Table 10. There is a high correlation between the present residence and occupational status, as is indicated by the fact that 79.6 percent of the agricultural group are at present in the local community as compared with 54.4 percent for the non-agricultural group. The same is true of residence in the state; 91.2 percent of the agricultural now live in the state, as compared with 77.1 percent for the non-agricultural group. This means that a larger percentage of the agricultural group is living in the local community and in the state, than is true with the non-agricultural group.

SUMMARY

(1) Agricultural leaders, school administrators and others interested in Utah farm youth have asked numerous questions concerning the vocational status of former all-day students of vocational agriculture. The state director of agricultural education and vocational agricultural teachers found it difficult to answer these inquiries objectively with available data. This condition led to a survey of former all-day students in Utah by 35 vocational agricultural teachers in cooperation with the state director of agricultural education.

(2) The survey included 9,141 living former all-day vocational agriculture students who had taken one or more all-day courses. Students included in the survey had graduated or discontinued from high school between the years of 1918 and 1938 inclusive.

(3) A total of 56.3 percent of former all-day students of vocational agriculture are in agricultural occupations; 43.7 percent are in non-agricultural occupations.

(4) The non-agricultural group had the smallest percentage of mortality in high school courses, the highest percentage remaining in high school for 4 years and graduated students in larger percentages than did the agricultural group. A total of 11 in 20 of the non-agricultural group were graduates as compared with 9 in 20 for the agricultural group.

(5) The difference in the grades in all high school subjects of both groups is so little as to be considered of no significance. The grades in both groups are negatively skewed when compared with a normal distribution.

(6) About two in every five of the agricultural group had three or four years of vocational agriculture as compared with about one in five for the non-agricultural group. The average years of attendance in vocational agriculture for the agricultural group was one-fourth greater than for the non-agricultural group.

(7) There was no significant difference in grades between the two groups in all-day vocational agriculture courses. On an average the grades in these courses are higher than the grades in high school subjects.

(8) The agricultural group had the best college attendance record in the school of agriculture with an average of one in seven of all those now in agricultural occupations attending one or more years as compared with one in 16 for the non-agricultural group. The non-agricultural group graduated two in six of those who entered as compared with only one in six for the agricultural group.

(9) The non-agricultural group shows a five to one greater attendance record in a percentage basis, in college other than the school of agriculture than does the agricultural group. On the whole, one in every five of the 9,141 former students went to college (agricultural and non-agricultural) one year or more and one in every five who entered, graduated.

(10) The agricultural and non-agricultural groups completed about the same percentage of livestock, poultry, and crop projects. The agricultural group completed three projects per student for every two in the non-agricultural group. Farm laborers and common laborers completed the least number of projects per student of any of the occupational divisions of the groups.

(11) The percentage of project completion was about the same in each group. Farm owners and operators had the highest percentage completing five or nine projects per student, but the lowest percentage of total project completion.

(12) A total of six in seven of all former all-day students are in Utah, one in seven having left the state. Of the agricultural group, 16 in every 20 now live in the high school area where they received their all-day instruction; four in 20 are out of the high school area; nine in every 10 are in Utah and approximately one in 10 have left the state. The non-agricultural group has 11 in 20 of its number in the high school area; nine in 20 out of the area; approximately three out of four in Utah and one in four have left the state.

(13) The former all-day students now in agricultural occupations number 11 in 20 as compared with nine in 20 for those now in non-agricultural occupations. The agricultural group graduated from high school in smaller percentages comparable grades in all high school subjects; attended vocational agricultural courses longer; has equal grades in vocational agriculture subjects; attended college in smaller percentages; completed more productive enterprise projects and lives in the high school area and in the state in longer proportions than does the non-agricultural group.

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APPENDIX A

RECOMMENDATIONS FOR IMPROVEMENT IN UTAH'S AGRICULTURAL PROGRAM WITH REGARDS TO:

Number of Students Who Should Register for Vocational Agriculture

The fact that nearly half of former students of vocational agriculture are now following occupations other than agriculture would seem to indicate that either a substantial group of students registered for agriculture without an interest in the subject or that the interest of students for a specific vocation at that age is no criteria as to what vocation they will follow. There is reason to believe that registration for agriculture is not always a result of interest in the subject. Heavy mortality from year to year, lack of pre-vocational or tryout courses, and a limited number of electives would support this contention. Furthermore, it is known that in some of the smaller schools all boys had to take agriculture to secure a full load for registration.

In the light of all consideration it would seem advisable to offer more pre-vocational work in agriculture in the junior high school and set up an effective counseling program which would limit registration in vocational agriculture to those who want it, need it, and can profit by it.

Type of Agricultural Program

This study indicates that 48 percent of former all-day students of vocational agriculture and 52 percent of all former students now in agricultural occupations did not graduate from high school. This is less than the graduation percentage for all the students in the high schools involved in this survey. Need for help on the farm may be a contributing factor to this difference.

It would seem that young men following such a complex occupation

as farming with less than a high school education and less schooling than the average high school students in rural schools receive, will need and should have post-high-school training. Such training in vocational agriculture is provided in the Utah State plan. Little work has been given thus far to such post-high-school, part-time courses. More emphasis may properly be given to this type of instruction in the future.

College Attendance of Former Students

The survey indicates that one out of every five of former all-day students of vocational agriculture attend college one year or more, and one out of every five who attend are graduated. While college work in any amount may be very beneficial in many respects, it would seem that this mortality is very high. Perhaps many students are entering college who are not capable of doing college work.

More guidance in the matter of college attendance is undoubtedly needed.

Kinds of Projects

Inasmuch as there is nothing in the survey to indicate that "kind of project" shows any positive correlation with occupational status, no definite recommendation can be made in this regard, other than to say that the agricultural group completed 33 percent more projects than did the non-agricultural group.

In view of this fact, it may be desirable for agricultural teachers to give more emphasis to project work as a means of stimulating a vocational interest in agriculture.

Total Number of Projects Carried by Students in High School

It would seem that the percentage of students completing only one

or two projects in both the agricultural and non-agricultural groups is high. Approximately two out of every three students completed only one or two projects.

Every effort should be made in the program to increase the number of projects per student. This is especially significant when it is observed that the farm owners and operators were the occupational group which had the highest percentage of its number completing five or more projects.

Placement

As has been stated earlier in this study, the large number of former students at home with a definite or indefinite allowance and the alarmingly high percentage of common laborers offers a challenge to vocational agricultural teachers in the matter of placement and successful establishment in farming.

Much more attention needs to be given in the vocational agriculture program in Utah to help vocational agriculture students get successfully established as farm owners either in the state or in surrounding states. The large numbers of former students in the above mentioned vocational statuses indicates that the program should be strengthened with respect to emphasis on placement.

Residence

On different occasions addresses have been made in public to the effect that three out of every five of the rural youth in Utah are leaving the rural communities. The present study indicates this is not the case with former all-day students of vocational agriculture. Two out of three of this group remain in the high school area where they received their training, and four out of five of those at present in

agricultural occupations are today in the local high school area.

In view of these facts it would seem that greater emphasis should be given in the vocational agriculture program to local agricultural problems and methods of their solution. This fact also gives emphasis to the idea that more consideration should be given to part-time courses in agriculture on a post-high-school level for these young men remaining in the rural communities.

APPENDIX B

Form VA-76

LOCAL HIGH SCHOOL RECORD OF VOCATIONAL AGRICULTURAL STUDENT (S. H.)

Name of Pupil..... Date of Birth.....

Name of School..... Location ..... Utah

Name of Parent..... Occupation of Parent.....

Date Admitted to High School..... Age When Admitted to High School.....

Year	EVENING SCHOOL		Kind and Scope of Project	Total Income	Total Expense	Paid Self for Labor	Net Profit
	Subject Studied	No. Lessons	PREVOCATIONAL				
19							
19							

	Courses in Vocational Agriculture (S.H.)	Final Grades in Agriculture	Average Grade for All Non-Vocational Subjects	Total Credit Earned in Voc. Agr. and Farm Shop, including Project	Total Credit Earned in all Other Subjects	VOCATIONAL				
19										
19										
19										
19										

Summary of High School Record

Date of leaving High School..... Did he graduate..... No. of years attending High School.....

No. of years studied Voc. Agr..... Type of College entered (Agriculture, Art, etc.).....

REMARKS: .....

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2M—5-35

(See opposite side for subsequent record of above named student)

RECORD AFTER LEAVING HIGH SCHOOL

Year	Vocation Chosen	Address	Degree of Success in Vocation	Continued Interest in School Affairs	Interest in Civic Affairs
19					
19					
19					
19					
19					
19					
19					
19					
19					
19					
19					
19					
19					
19					
19					

APPENDIX C

SURVEY OF FORMER VOC. AGRI. STUDENTS	Total	1 Lincoln	2 Lehi	3 Davis	4 Wasatch	5 North Cache	6 South Cache	7 Spanish Fork	Sub-TOTAL	8 Manti	9 Gunnison	10 North Sanpete	11 American Fork	12 Payson	13 Jordan	14 Bear River	15 Parowan	16 Roosevelt	17 Weber	Sub- Total	18 North Summit	19 Piute	20 Richfield	21 Morgan	22 Uintah	23 Box Elder	Sub-Total	24 B. A. C.	25 Milford	26 Moroni	27 Millard	28 South Emery	29 Ephraim	30 Springville	31 Salina	32 Juab	33 Beaver	34 Pleasant Grove	35 Alterra	Sub-Total
L. Owner and Operator of Farm																																								
2. Manager of Farm of Another Party																																								
3. Renter and Operator of Farm																																								
4. Partner in a Farm Business																																								
(a) At Home																																								
(b) Away from Home																																								
5. Farm Laborer with Specific Wages																																								
(a) At Home																																								
(b) Away from Home																																								
6. At Home with Def. or Indef. Allowance																																								
7. Occupations Related to Farming																																								
8. Number now studying Agri. in College																																								
9. Professional Agricultural Workers																																								
Sub-Total																																								
10. Occupations not related to Farming																																								
(a) Professional																																								
(b) Mechanics																																								
(c) In business for Themselves																																								
(d) Truck Drivers, Clerks, etc.																																								
(e) Common Laborers																																								
(f) L. D. S. Missionaries																																								
(g) Other																																								
11. In College but not studying Agri.																																								
Sub-Total																																								
Total																																								
12. Deceased																																								
13. Unknown																																								
GRAND TOTAL																																								

APPENDIX D

INSTRUCTIONS FOR MAKING SURVEY OF VOCATIONAL STATUS OF FORMER STUDENTS OF VOCATIONAL AGRICULTURE

(Survey sheets were given to all teachers on August 19, 1938 during the Annual State F.F.A. Convention)

GENERAL INSTRUCTIONS

1. Permanent record cards will first be brought up-to-date by the vocational agricultural teacher or by others under his personal direction.

2. The cards will then be segregated into 13 groups according to the 13 occupational groupings of the survey sheet.

3. Groups 4, 5 and 10 of the score card are then subdivided into (a), (b), (c) etc. as is indicated.

4. All of the groups are then subdivided into period groupings according to the year the student left high school. The first subdivision or period group will, therefore, be for the years 1918-1922; the second 1923-1927; the third 1928-1932 and the fourth 1933-1938. If vocational agriculture work were started in your high school in 1924 you are only concerned with subdividing the cards into three groups. If it were started in 1929 only two groups will be your concern; etc. Keep in mind this survey is one of FORMER STUDENTS AND DOES NOT CONCERN ITSELF WITH STUDENTS WHO ARE NOW IN HIGH SCHOOL. The date on the permanent record card which reads: "Date on leaving high school" is the date used for the grouping. Present occupational status means the occupation engaged in now (September - December 1938)

5. Work out each item completely as you progress with the report. For example: If there are 20 Owners and Operators of Farms, work out completely the data on Item A- "High School Attendance" before you start on Item B- "Average Grades of Subjects in High School". Then complete B before you start on C, etc.

6. In determining average grades in percent, figure A as equaling 95, B equaling 85, C equaling 75, D equaling 65 and F equaling 55. You can generally determine at a glance on the permanent record card whether the student is an A student, B student, C student, etc. If there are 20 farm owners the figures you put down in columns 10, 11, 12, 13 and 14 should total 20.

7. College attendance in the School of Agriculture may be the Schools of Agriculture, Agricultural Economics or Forestry. If a student attends two quarters or more in one year, consider it a year. If he attends only one quarter do not consider it.

8. College attendance other than agriculture is attendance in any school other than the Schools of Agriculture, Forestry and Agricultural Economics.

DEFINITIONS

9. Place an individual in any occupational group if the major part of his time is spent in that occupation. For example; John Jones owns and operates a 10 acre farm seven months of the year and is a common laborer for five months. He is listed in our survey as an owner and operator. Owner and operator is further defined as one who operates the farm and has paid for it in full or only in part. A farm is considered such if it is more than three acres.

10. Under Item 4- "Partner in a Farm Business" fill in the lines (a) and (b) and not line 4 itself. The word partner indicates that the individual assumes some of the managerial and operative responsibility himself and shares in the returns with another, either on the home farm or away from home on the farm of another.

11. Item 5-"Farm Laborer with Specific Wages" is not filled in but Items 5 (a) At Home and 5 (b) Away from Home are both filled in.

12. Item 6-"At Home with Definite or Indefinite Allowance" refers to those young men who work on the home farm not for specific wages but are given an allowance of definite or indefinite amount.

13. Item 7-"Occupations Related to Farming" refer to such occupations as the following:

Livestock buyers
Stock yard attendants
Sheep herders
Forest service workers (non-civil service)
Soil Conservation " " " "

14. Item 8-"Number now studying agriculture in College", and Item 11-"In College but not Studying Agriculture" refers to those who are following these pursuits as of September to December 1938.

15. Item 9-"Professional Agricultural Workers" refers to such occupations as the following:

Vocational Agricultural Teachers
County Agents
College Professors in Agriculture
Agricultural Field men for Commercial Companys
Forest Service Workers (Civil Service)

16. Item 10-"Occupations not related to Farming" should not be filled in but Item 10 (a) to 10 (g) are filled in. Under Item 10 (g) Other, list any who do not fall into Items 10 (a) to 10 (f) inclusive. Item 10 (a) Professional, includes such occupations as teachers, lawyers and doctors. Item 10 (c) In Business for Themselves, includes such occupations as merchants, service station owners, etc.

17. Will you please make a brief start on the survey by September 25, 1938. If there is anything you do not understand please let me know immediately so that by October 1st the survey may go on without interuptions.

18. After the material is completed by five year periods it is summarized on the final sheet of the summary on which is written: Totals 1918-1938

19. The working copy of the survey is kept for your files and the second copy is sent to the State Department on or before January 7, 1939.

20. The permanent record cards are now off the press. If you need some please write for them.

21. Details of N.Y.A. help will be sent to you from time to time. Make the greatest possible use of any help from this source, but remember it is under your immediate and personal direction as far as the work on the survey is concerned.

22. To be of any value the survey must be accurate. Do not guess, it destroys the validity and usefulness of the survey.

23. A certification sheet which indicates that the survey is accurate and correct will be sent to you for your signature during the month of December.

24. Check over the details of the survey with your principal and superintendent. Discuss with them the possibility of N.Y.A. help. If there is serious objection to making the survey or to using N.Y.A. help in making it on the part of your principal or superintendent, please let me know of it.

APPENDIX E

School _____

Yr. Voc. Agri. was started _____

VOC. AGRI. INST. _____

Years on Present Job _____

DATE _____

Survey of Years 19___ to 19___.

PRESENT OCCUPATIONAL STATUS OF FORMER VOCATIONAL AGRICULTURE STUDENTS:

Period _____ years.

1	2	3	High School Attendance (A)						Average Grades of Subj. in H.S. (B)						High Sch. Voc. Agri. Attendance (C)						Average Grades in Voc. Agri. Subj. in H.S (D)						College Attendance Sch. of Ag. (E)				College attendance other than Ag. (F)				Kind of Projects Total (G)				Tot. No. Proj. Carried by stu. in H.S. (H)				Present Residence (I)			
		Total	1 yr. (only)	2 yrs. (only)	3 yrs. (only)	4 yrs. (only)	Graduates	Ave. Yrs. in H.S.	A	B	C	D	F	Ave. No. Yrs.	1 yr. (only)	2 yrs. (only)	3 yrs. (only)	4 yrs. (only)	Ave. No. Yrs.	A	B	C	D	F	Ave. in %	1 yr. (only)	2 yrs. (only)	3 yrs. (only)	Graduate	Ave. Yrs. Attended	1 yr. (only)	2 yrs. (only)	3 yrs. (only)	Graduate	Ave. Yrs. Attended	Livestock	Poultry	Crops	Total of Projects	Ave. Proj. Per Stu.	1 or 2 Projects	3 or 4 Projects	5 or 6 Projects	7 or More Proj.	In H.S. Area	Out H.S. Area	In Utah	Out of Utah
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
1.	Owner and Operator of Farm																																													
2.	Manager of Farm of Another Party																																													
3.	Renter and Operator of Farm																																												
4.	Partner in a Farm Business																																												
	(a) At Home																																												
	(b) Away from Home																																												
5.	Farm Laborer with Specific Wages																																												
	(a) At Home																																												
	(b) Away from Home																																												
6.	At Home with Def. or Indef. Allowance																																												
7.	Occupations Related to Farming																																												
8.	Number now studying Agri. in College																																												
9.	Professional Agricultural Workers																																												
10.	Occupations not related to Farming																																												
	(a) Professional																																												
	(b) Mechanics																																												
	(c) In Business for Themselves																																												
	(d) Truck Drivers, Clerks, etc.																																												
	(e) Common Laborers																																												
	(f) L. D. S. Missionaries																																												
	(g) Other																																												
11.	In College but not studying Agri.																																												
12.	Deceased																																												
13.	Unknown																																												
	Totals																																												

APPENDIX F

CERTIFICATION

SURVEY OF VOCATIONAL STATUS OF FORMER STUDENTS OF VOCATIONAL AGRICULTURE
(To accompany survey form to State Office on or before January 1, 1939)

Post Office Address_____

Date _____

Mr. Mark Nichols
State Director of Agricultural Education
223 State Capitol Building
Salt Lake City, Utah

Dear Mr. Nichols:

Enclosed is the completed survey of the vocational status of former students of vocational agriculture in _____ high school. I certify that the data contained in this survey is accurate and correct.

Signed_____
Vocational Agriculture Instructor

I have examined the data contained in the survey above mentioned and to my knowledge it is correct.

Signed_____
High School Principal